**Campaign Commercial Supplemental Information**

**Issues Typically Covered in Campaign Commercials**

Civil Rights Corruption Ethics Homeland Security

Taxes War Welfare Abortion

Immigration Education Gun Control Trade

Jobs Economy Senior Citizens Environment

Health Care Social Security

**Propaganda** - As generally understood, propaganda is opinion expressed for the purpose of influencing actions of individuals or groups. <http://ics.leeds.ac.uk/papers/vp01.cfm?outfit=pmt&folder=715&paper=1145>

How Do Candidates Get Your Attention? *A Guide to Campaign Advertisements*   
<http://www.centerforpolitics.org/programs/yli-mediatypes.htm>

**A. Testimonial** - endorsements from celebrities and other well-known people.

Example: Michael Jordan's endorsement of Bill Bradley for President; Senator Warner's endorsement of George Allen for Senate; any local celebrity or well known community leader's public endorsement of a candidate for office.

**B. Mudslinging** - often referred to as "attack ads," the TV, radio and print advertisements make assertions about the opponent in a variety of unflattering ways. Name-calling and/or groundless assertions about one candidate by his/her opponent. This advertising strategy is used by a candidate primarily to create a negative impression of one's opponent. This strategy may backfire and create a negative impression of the candidate who is responsible for the creation of the negative ad if used excessively, or in a manner that is perceived as false, deceptive, "tasteless" or "going too far."

Example: The Bush "Rats" Ad; 1996 Democratic Presidential and Congressional commercials that "morphed" the candidate into images of Pat Robertson or Newt Gingrich.

**C. Transfer** - Use of popular symbols to create a positive feel for the candidate or the use of negative or controversial symbols to create a negative feel of one's opponent.

Example: Positive: Ads that feature pleasant music, beautiful outdoor country or rural scenery, happy families, playful children, successful teams or businesses etc. Negative: Talking about an opponent's record with ominous music in the background, using black and white photos, visually shocking images such as oil spills, home foreclosure, car accidents, prison bars etc. Images of one's opponent in slow motion causing the eye's to blink slowly, thereby giving the impression of disinterest, laziness and/or intoxication.

**D. Card stacking** - Use of statistics, often in a one-sided manner; the omission of information that is crucial to drawing an informed and balanced conclusion.

Example: 95% of citizens surveyed support Mrs. Jones for City Council; "Time after time, my opponent voted against legislation that would have supported new jobs in our community."

**E. Plain Folks** - An attempt by a candidate to appeal to the average voter as just "one of the people."

Example: Lamar Alexander in 1996 wearing his trademark red and black-checkered shirt. Any candidate ad where he or she appears with no jacket or suit, shirtsleeves rolled up and/or wearing a sweater. Usually doing everyday task such as shopping at the supermarket or walking down a street or "visiting" with neighbors. Another technique that fits this category is one where the candidate does not appear in the ad, but "average" people on the street stop to talk about the candidate. The negative version of this would be "man on the street" interviews where the interviewees are critical of the opponent.

**F. Glittering Generalities** - Usually the first type of ad used in a campaign, these spots are designed to introduce a candidate to the voters. Needless to say, like any introduction, these types of ads are almost always very positive. Designed to leave the viewer with a very good first impression. This ad type uses very vague words and phrases that have a positive effect on the viewer and appeal to a variety of interests.

Example: Ads use images and phrases that are virtually impossible not to like such as: "Working for your family," "Building a Bridge To The Future," "Saving Our Schools" "Improving America" "Saving Social Security" "Building One America" etc. The images are usually of a perfect world with happy families and children in pleasant surroundings on sunny days with blue skies or images of the candidate hard at work, sleeves rolled up, actively engaged in conversation with people in a "responsible" business environment.

**G. Bandwagon** - Similar to card stacking, this is an attempt to convey a sense of momentum and to generate a positive "everybody's doing it so you should too" mentality.

Example: Voice-overs in commercials stating "Polls show Robert Stone leading in the race for the United States Senate." Large groups of people greeting a candidate or carrying signs in support. Group testimonials and/or corporate endorsements such as: "Endorsed by the National Association of Retired Persons," or "Endorsed by the National Education Association."

**H. Contrast Ad** - Juxtaposing positive images of one's candidacy with negative images of the opponent in the same ad.

Example: Split screens with Hillary Clinton in color moving at regular speed and her opponent Rick Lazio in black and white moving in slow motion. Images of two candidates on screen as a voice over denounces the opponent followed by a red X appearing over the opponent's face.

Campaign Commercial Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Teamwork | All students  contributed to the  discussion and all  were listened to  respectfully. All team members contributed a fair share of the work. | Most students  contributed to the  discussion and  were listened to  respectfully. All  team members  contributed a fair  share of the work. | Most students  contributed to the  discussions and  were listened to  respectfully. All team members  contributed a fair  share of the work. | Some team members did not  contribute a fair  share of the work. |
| Concept | Team had a clear  picture of what they were trying to achieve.  Each member can  describe what they  were trying to do and generally how his/her work contributed to  the final product. | Team had a fairly  clear picture of  what they were  trying to achieve.  Each member can  describe what they  were trying to do  overall but had  trouble describing  how his/her work  contributed to the  final product. | Team had  brainstormed their  concept, but no clear focus had emerged for the team. Team  members describe  the goals/final  product differently. | Team spent little  effort on brainstorming and  refining a concept.  Team members  were unclear on  the goals and how  their contributions  would help them  reach the goal. |
| Storyboard | Storyboard is  complete with  sketches for each  scene, appropriate descriptions, transitions, sound,  etc. Storyboard  reflects outstanding  planning and  organization for the  visuals in the video. | Storyboard is  relatively complete  with sketches for  most scenes, and  notes on titles,  transitions, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video. | Storyboard has  glaring omissions in scene planning.  There are some  sketches, and notes on titles, transitions, effects, sound, etc.  Storyboard reflects  attempts at planning and organization for  the visuals in the  video. | Storyboard is not  done or is so  incomplete that it  could not be used  even as a general  guide. Storyboard  reflects very little  planning of the  visuals. |
| Commercial  Video | Well rehearsed with smooth delivery that  holds audience  attention. | Rehearsed with  fairly smooth  delivery that holds  audience attention  most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not  smooth and  audience attention  often lost. |
| Content | Covers product in  depth with details and examples and  identifies propaganda  techniques. | Includes essential  information about  the product and  identifies  propaganda  techniques. | Includes essential  information about  the product, but  does not identify  propaganda  techniques. | Content is minimal  OR does not  identify  propaganda  techniques. |
| Information | Shows a correct understanding of the issue & provides supporting evidence. | Shows a fair understanding of the issue & provides some supporting evidence. | Shows a weak understanding of the issue & provides little supporting evidence. | Shows minimal or no understanding of the issue & has little to no supporting evidence. |

Self – Assessment Score: \_\_\_\_\_\_\_/24 x 1/3 = \_\_\_\_\_/8

Peer – Assessment Score: \_\_\_\_\_\_\_/24 x 1/3 = \_\_\_\_\_/8

Teacher – Assessment Score: \_\_\_\_\_/24 **Total = \_\_\_\_\_/40**

**Campaign Commercial Activity**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Must include a video segment & an audio segment that is used over an image

Length Scenes

Working by yourself: 20 seconds 2

Working with 1 partner: 40 seconds 4

Working with 2 partners: 60 seconds 6

Election Democrat Republican Independent

1960 Kennedy Nixon

1964 Johnson Goldwater

1968 Humphrey Nixon Wallace

1972 McGovern Nixon

No more than two groups on a candidate. Wallace will not be an option to do.

**Go to Living Room Candidate Admaker at** [**http://www.livingroomcandidate.org/admaker**](http://www.livingroomcandidate.org/admaker)

You will need to register at the site. Make sure you and your partners write down your username and password.

To easily download videos that have a distinct web address, like at Youtube.

Copy and paste the URL into <http://keepvid.com/>

Questions to be answered and turned in before your presentation:

1 - What issue(s) will be the focus of your advertisement?

2 - What are the strengths your candidate has on this issue(s)? (You will want to list facts, which can include support of previous bills regarding this issue.)

3 - Describe the criticisms the opposition is making of your candidate on this issue. Is there evidence to back any of the criticisms?

4 - Describe the criticisms your candidate is making of the opposition on this issue. Is there evidence to back any of the criticisms?

5 - What emotions will you try to obtain from the viewer and what is the purpose of your commercial?

6 – What form(s) of propaganda devices will you use in your advertisement? (You must use at least one.)

**Campaign Commercial Storyboard**

**DIRECTIONS:** Begin your campaign ad by dividing the content into “scenes” and drawing the scenes on the storyboard panels below. Write short descriptions beneath each picture. Then, write a few sentences describing the overall content of the ad.

|  |  |  |
| --- | --- | --- |
| Scene 1 |  | Scene 2 |
|  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Scene 3 |  | Scene 4 |
|  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Scene 5 |  | Scene 6 |
|  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Description of the Ad: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_